

4 month reporting date 7/27/06 Received 7/28/06
8 month reporting date 11/27/06
12 month required completion date 3/27/07

Elk Point-Jefferson School District Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle 1: General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation) professional development, suspension and expulsion rates.

ARSD 24:05:17:03 Annual report of children served. The monitoring team was unable to validate an IEP was in effect on December 1st, 2004 for one student who was listed on the district's 2004 child count.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Elk Point-Jefferson School District will ensure all students on the child count will have an active IEP in place 100% of the time.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The Elk Point-Jefferson School District will ensure all students on child count will have an active IEP in place 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

4 month reporting date 7/27/06 Received 7/28/06

8 month reporting date 11/27/06

12 month required completion date 3/27/07

<p>1. What will the district do to improve?</p> <p>When a new student transfers into the District with an active IEP the receiving special education personnel will convene a placement committee for acceptance/rejection and put the IEP into the campus system.</p> <p>The special education director will review the eligibility of students reported on the December 1 2005 child count.</p> <p>2. What data will be given to SEP to verify this objective?</p> <p>The district will develop a record of when each IEP is due and will follow the IEP timelines.</p>	<p>May 15 2006</p> <p>April 30, 2006</p>	<p>SpEd Director</p> <p>SpEd Director</p>	<p>(completed by SEP)</p> <p>Met 7/28/06</p>
<p>Please explain the data (4 month)</p> <p>District submitted Special Education evaluation to placement timeline, Three year evaluation due dates, Pre-school screening results for the 05-06 school year. Attached on the blue paper</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Principle: 5 **			
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:13:02 Transition Services</u></p> <p>Transition services are a coordinated set of activities for a student designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.</p> <p>The monitoring team determined transition did not contain a set of coordinated set of activities for students, which promote movement from school to post school activities. The district used the Enderle Severson for evaluation; however the information is not included in the present levels of performance and not linked to goals. Thirteen out of eighteen students did not have transition addressed in the present levels of performance. Transition justification statements are included, however, the service recommendations are all the same, and there is no activity listed.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Transition plans for students are a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>In all IEPs where transition services need to be addressed, transition will be a coordinated set of activates based upon individual student needs and preferences.</p>			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed

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<p>1. What will the district do to improve?</p> <p>Secondary and Middle School special education teachers will review the state technical assistance guide for transition, and have an in-service on transition by Bev Peterson.</p> <p>One individual will attend the Summer Institute on Transition.</p> <p>One individual will attend Creating Meaningful Employment Opportunities</p> <p>2. What will the district do to improve?</p> <p>The date of the in-service and the number attending will be reported to the SEP. The Special Ed Director will check all transition files after each IEP and report the number of files checked and the number that were found to be written correctly.</p>	<p>April 19, 2006</p> <p>June 9, 2006</p> <p>April 20, 2006</p> <p>Every four months</p>	<p>SpEd Director</p> <p>Secondary SpEd Staff</p> <p>Secondary SpEd Staff</p> <p>SpEd Director</p>	<p>(completed by SEP)</p> <p>Met 7/28/06</p>
<p>Please explain the data (4 month)</p> <p>On April 19th, Bev Peterson conducted training on transition services to Anne Fehr and Darcy Raker.</p> <p>On April 20th, Anne Fehr attended Creating Meaningful Employment Opportunities in Sioux Falls.</p> <p>On June 9th, Anne Fehr attended the Summer Institute on Transition.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03

- A statement of the student's present levels of educational performance, including: (a) How the student's disability affects the student's involvement and progress in the general curriculum.
- A statement of measurable annual goals, including benchmarks or short-term objectives, related to: (b) To be involved and progress in the general curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and (c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;
- Thirteen out of eighteen files reviewed did not have measurable annual goals, i.e. "Will increase his reading skills in the following benchmarks." "Will analyze the structural characteristics of the real number system and its various subsystems." "When given a 4th grade reading book will read fluently with 85% accuracy." "When given a sentence with unfamiliar words __ will apply knowledge of complex word patterns to determine meaning of unfamiliar words in order to understand their meaning with 90% accuracy I 4/5 trials."
- Transition was not addressed in 13/18 files in the present levels of performance. Three files had no parent input addressed and 6 files did not show how the student's disability affects the student's involvement and progress in the general curriculum.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Present Levels of performance will have all the required content. All annual goals will be measurable with condition, criteria and performance.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Condition, performance and criteria will be included in either the annual goal or in the short term objective to make them measurable. These goals will be linked to the present level of performance.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve?</p> <p>The District special education staff will attend an in-service on writing measurable goals.</p> <p>2. What data will be given to SEP to verify this objective?</p> <p>The date of the in-service and the number attending will be reported to the SEP. The Special Ed Director will check IEPs and report the number of IEPs checked in reviewing the goals and present levels of performance.</p>	<p>August 30, 2006</p> <p>Every four months</p>	<p>SpEd Director</p> <p>SpEd Director</p>	<p>(completed by SEP)</p> <p>Please report the number who attended the August 18th training and the number of IEPs checked in reviewing the goals and present levels of performance that the Special Ed Director checked in the next reporting period of 11/27/06</p>
<p>Please explain the data (4 month)</p> <p>Special ed staff will attend training on writing measurable objectives provided by the Southeast area cooperative on August 18th.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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<p>1. What will the district do to improve?</p> <p>The district will use the parent input form for each student in the future</p> <p>2. What data will be given to SEP to verify this objective?</p> <p>The Special Ed Director will review each IEP to ensure parental input was documented before the evaluation process begins.</p>	<p>May 1, 2006</p> <p>Every four months</p>	<p>Staff</p> <p>SpEd Director</p>	<p>Please report in the next reporting period of 11/27/06 if parental input was documented before the evaluation process begins.</p>
<p>Please explain the data (4 month)</p> <p>No meetings or evaluations have been conducted</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>Principle: 5</p>			
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:28. Yearly review and revision of individual educational programs.</u> Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year. The review shall be conducted to determine whether the annual goals for the student are being achieved. The individualized education program shall be revised, as appropriate, to address: any lack of expected progress toward the annual goals and in general curriculum; the results of any re-evaluation conducted; information about the student provided to, or by, the parents; the student's anticipated needs; or other matters.</p> <p>Six students were identified by the monitoring team to not meet the deadline for annual review dates.</p>			

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

IEP meeting will be held annually for all students and all timelines will be met.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The district will develop a record of when each IEP is due and will record when the IEP team meets to review the IEP.	April 30, 2006	SpEd Director	(completed by SEP) Met 7/28/06
2. What data will be given to SEP to verify this objective? The special education director will review the dates of the IEPs for all students reported on the December 1, 2005 child count. A chart of the date of each IEP will be developed for all staff to review and document when the IEP was reviewed will be submitted to SEP.	Every four months	SpEd Staff	
Please explain the data (4 month) Special Education evaluation to placement timeline Three year evaluation due dates The above are attached on the blue paper			
Please explain the data (8 month)			

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Please explain the data (12 month)

Principle: 5

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ARSD 24:05:28:02. Continuum of alternative placements. The IEP team must address the justification for placement through a statement in the IEP. This statement must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.

Sixteen justification statements did not address the required content. The accept/reject format was not used in all files and seven files were left blank with no statements. The question why the student can not participate in the regular classroom was not addressed in all files.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All Justification statements will have the required content included for the justification for placement of students using the accept/reject format 100% of the time.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All IEPs will have required content.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
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<p>1. What will the district do to improve?</p> <p>The District will review the accept/reject format of the IEP and what constitutes an appropriate justification statement.</p> <p>2. What data will be given to SEP to verify this objective?</p> <p>The Special Ed Director will check IEPs and report the number of justification statements and the wording that are correct.</p>	<p>April 26, 2006</p> <p>Every four months</p>	<p>SpEd Director</p> <p>SpEd Director</p>	<p>(completed by SEP)</p> <p>Please report in the next reporting period of 11/27/06 that the Special Ed. Director has checked justification statements and the number of justification statements and the wording that are correct.</p>
<p>Please explain the data (4 month)</p> <p>No meetings or evaluations have been conducted.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			